

# Pupil Premium Strategy Statement – Meadow Park School

This statement details our school's use of pupil premium for the 2025-2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	756
Proportion (%) of pupil premium eligible pupils	40.8
Academic year/years that our current pupil premium strategy plan covers.	2025-26
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bernadette Pettman
Pupil premium lead	Devan Cresswell
Governor / Trustee lead	Pauline Parkes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£338,625

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students at Meadow Park School, irrespective of their background or the challenges they may face, make excellent progress and achieve high attainment across the curriculum. We have prioritised diversifying the curriculum to ensure that it is both broad and balanced. with the addition of subjects such as engineering, this has included recruiting and retaining specialist teachers in these areas, as well as utilising the MAT network to support staff development in these areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal. We want to ensure that any barriers to students' learning are removed and that all students can achieve the best possible outcomes and successfully progress into post-16 studies.

The focus of our approach is high quality teaching and learning. In the EEF 3- tiered approach, this is highlighted as a key ingredient of success and therefore a proportion of the pupil premium funding is allocated to this area, it will also benefit non-disadvantaged students as well. There is also a relentless focus on individual students eligible for pupil premium funding at a whole school, department and classroom level providing targeted academic support where appropriate. The third tier highlights specific interventions and wider strategies that are used on a personalised basis to remove barriers to learning. Regular collaboration opportunities with relevant stakeholders ensure a holistic approach to these Pupil Premium interventions.

Our approach will be driven by data and not assumptions. The whole school focus on data driven instruction and responsive teaching will ensure:

- Disadvantaged students are challenged in every lesson and make excellent progress
- Timely interventions are put in place when identified through data reviews
- All staff take responsibility for the outcomes of disadvantaged students and champion their success.

# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

## Challenge overview:

Similarly to the national picture, attendance and punctuality have been identified as an area for ongoing support and development. A significant proportion of students face barriers to good and steady attendance including distance from school, ACES and prior lower attainment which in turn impact their current attainment and future outcomes.

Disadvantaged pupils make up a large proportion of our low attenders which has impacted their social, emotional and academic progress. It is important that we continue to work on building a safe and welcoming environment where pupils feel supported in their development of positive learning behaviours and self-regulation while also being motivated to have and reach their aspirations.

Though we have seen improvement with parental engagement, there is still work to be done to engage parents and the community to support their young people having a successful time at school. Positive parental engagement includes the support of parents with the implementation of the behaviour system, encouraging good attendance as well as celebrating the successes of our young people.

Consistency of quality teaching and learning is paramount for all pupils. Therefore, we continue to work collaboratively within the MAT to develop, embed and quality assure teaching and learning in all key stages. Quality and bespoke CPD helps guide teachers in developing their quality first teaching practices, therefore ensuring a welcoming and safe environment for all students.

Challenge number	Detail of challenge
1: Attendance	Attendance is a priority for disadvantaged students, and the school employs several strategies, including working on a MAT wide attendance strategy 'Inclusive Attendance'.
2: Outcomes	The attainment and progress of disadvantaged students in English and Mathematics is generally lower than that of their peers in line with national trends. However, most recent published data shows that the percentage of pupils achieving standard passes in English and maths has improved and is now close to average. Achievement for disadvantaged students in maths is close to average. Attainment in English for disadvantaged students is below average. To reduce gaps further, work must continue to support all pupils, with a significant focus on supporting PP students who achieve 4+ and above.
3: Literacy	Our reading data shows the percentage of disadvantaged students reading in line with or above their chronological reading age is slightly below their non-disadvantaged peers. Disadvantaged students tend to

	<p>have less exposure to the wider world and the issues that affect us all. Data shows that disadvantaged students are less likely to understand the meaning of key words and cultural references within texts and other media. In turn, this means that disadvantaged students are less able to make good progress. Literacy levels on entry to the school are lower for disadvantaged students, with reading ages on average below expectations. Literacy specific lessons and a whole school approach to literacy is utilised to support pupils and outcomes.</p> <p>Work must continue to support all pupils with a significant focus on supporting disadvantaged students to achieve and improve their reading ability.</p>
4: Sense of belonging	<p>Disadvantaged students in year 7 arrive with lower academic starting points in KS3 when compared with their peers. There is a significant overlap of students who are disadvantaged and have SEND/EAL needs. It is recognised through teacher assessments and in discussions with students that significant support is required to support these students in closing the attainment and progress gap.</p>
5: Quality first teaching	<p>Meadow Park school is an inclusive school where Quality First Teaching is delivered in all classrooms. This means that all students are supported to achieve regardless of their background, need, or the challenges they face. Lessons are adapted and scaffolded to ensure all pupils can be successful.</p>
6: ACEs	<p>Students who are subject to adverse childhood experiences (ACEs) struggle to retain knowledge due to extraneous load on their cognitive function. Trauma sensitive education is a factor in children who present with a fight or flight response and therefore do not have the capacity to regulate emotions ready to learn.</p>
7: Newly arrived	<p>Several students, newly arrived in the country, including migrant children, need family support and education around safety and to be taught reading, writing and speaking. These students require cultural capital, vocabulary, and security while living in a new country.</p>
8: Parental engagement	<p>Parental engagement varies, with reduced participation among parents whose child has a higher level of need. We are dedicated to creating opportunities for engagement from parents or carers to ensure their support in ensuring outcomes improve, and students are encouraged to engage in enrichment and extended learning.</p>

## Intended outcomes for 2026 and into the future

Intended outcome	Success criteria
<p>The attendance of all students will improve. Disadvantaged students' attendance will improve, and the improvement will be sustained.</p>	<p>Students respond to the ATTEND framework so that the attendance of disadvantaged students will be in line with non-disadvantaged students.</p> <p>The persistent absence of disadvantaged students will be close to or in line with that of non-disadvantaged students.</p> <p>The attendance of disadvantaged students will be above or in line with that of disadvantaged students nationally.</p>
<p>Improved attainment and progress of disadvantaged students across the curriculum, including Maths, English and SEND.</p>	<p>Data shows a narrowing of the gap in A8 scores in key areas.</p>
<p>Levels of literacy to improve, including reading ages and comprehension for all disadvantaged students.</p>	<p>Reading ages improve with regards to closing the gap between PP and non-PP, as well as closing the gap between reading and chronological age. Staff will see a marked improvement within lessons and internal data will also reflect this improvement.</p>
<p>The mental health and well-being of disadvantaged students will improve and be sustained.</p>	<p>Evidenced through student voice surveys and case studies in the next two years (2025-2027).</p> <p>Increased and sustained engagement in Meadow Park School's Personal Development programme, including OOSHL (out of school hours learning) programme.</p>
<p>Students with ACEs are well-supported with a multi-agency approach.</p>	<p>Case studies show actions and outcome. LAC and other reports (e.g. Governors) for children show intervention and LAC experiences.</p>
<p>Newly arrived students improve their levels of literacy and show progress against targets set.</p>	<p>TEFL/ EAL provision helps students to improve with regards to proficiency.</p>
<p>Increased parental engagement.</p> <p>Increase in positive feedback from families</p>	<p>The new Family Engagement Committee to have an impact in the engagement of families with all areas of life at MP.</p>

	Increased engagement with parent voice surveys.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £186,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leaders lead on developing high quality teaching and assessment, and a broad and balanced curriculum that responds to the needs of learners. Training and development is focused on departmental time to support this activity.	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1,2,3,4,5,6,7,8,9
Diversity in the curriculum, including Music, Engineering and Design Technology	<p>All KS3 students can experience Music and Design Technology curriculum content. This will improve the opportunities for students' development in cultural and social understanding, improving their cultural capital experiences. The EEF evidence identifies an increase of +3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4,5,6
Training and development of teachers is focused on a	Instructional coaching is a nationally recognised technique to rapidly improve teaching and learning for all staff. Together with data driven	2,3,4,5,6

<p>clear programme of instructional coaching and data driven instruction.</p>	<p>instruction this will enable all teaching staff to identify students quickly and ensure strategies in class and externally are in place to improve progress and attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Home learning is structured, clear and impactful for all students with a focus on those who are disadvantaged.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – this will be considered in the approach at Meadow Park School through the availability of spaces for students to complete work i.e. Library.</p> <p>Sparks has become an embedded practice amongst core subjects, and its dynamic and responsive approach means students can complete homework on various devices and different locations. In addition, this allows students to access reading in a different form and offers a range of books for all abilities.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework</a></p>	<p>2,3,4,6</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A targeted programme of reading for all disadvantaged students to improve reading comprehension and target vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span. A range of reading programmes and initiatives employed across the school, including: <i>FreshStart</i>, Literacy Lessons and Tutor reading programme.</p> <p>There is also Flash Academy and Racing to English for our EAL/weaker readers to support improving their ability to access key materials especially at GCSE.</p> <p>Weaker readers in year 7 and 8 will receive additional support with 1:1 reading taking place during timetabled library lessons. This will supplement peer-to-peer reading taking place during tutor/mentor time.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4,8
<p>Small group interventions to support students with greater SEND needs.</p>	<p>Small group interventions and 1:1 mentoring will support pupils with greater SEND needs integrate into main-stream lessons while also providing catch-up content and regulation strategies.</p> <p>The SEND provision has moved to the main school, therefore more accessible and adaptive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	2,3,4,5,7

<p>Students who have SEND and are disadvantaged receive targeted support by teaching assistants.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>5</p>
<p>Students receive targeted Maths and English intervention to support progress and outcomes.</p>	<p>External providers have been brought in to support the improvement of attainment in KS3 and KS4. These are accessible for students in English, Maths and Science. The intention of this is to ensure that by GCSE students can confidently access the materials to achieve 4+ in core subjects</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
<p>Raising aspirations through interventions and higher education collaboration</p>	<p>By collaborating with local higher education institutes, aspirations are raised to ensure that all students can access university/degree apprenticeships. This is done through a series of sessions with opportunities to visit local universities and companies who offer degree apprenticeships.</p>	
<p>Students who are at risk of NEET engage with the school careers advisor to raise aspirations, improve academic outcomes and support students reaching next step.</p>	<p>The careers advisor offers meetings to PP students from year 9 with a clear action plan for the next steps. PP students are followed up in year 10 and 11.</p> <p><a href="https://www.smf.co.uk/commentary_podcasts/prevention-is-better-than-cure-careers-education-and-neet-reduction/#:~:text=We%20know%20from%20over%20three,in%20schools%20serving%20disadvantaged%20communities.">https://www.smf.co.uk/commentary_podcasts/prevention-is-better-than-cure-careers-education-and-neet-reduction/#:~:text=We%20know%20from%20over%20three,in%20schools%20serving%20disadvantaged%20communities.</a></p>	<p>2,3</p>

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £70,943

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding strands from the BEEM ATTEND framework: A significant portion of students for whom attendance is a barrier are disadvantaged.	<p>The ATTEND Framework was developed within BHCC as an early intervention programme for school-aged pupils between 5 and 16 years when attendance drops below 90%. It aims to identify all of the contributing factors when attendance is low. The ATTEND Framework is not intended as an open checklist but a way to frame a conversation, or series of conversations, with a family within a trusting and collaborative relationship.</p> <p><a href="https://www.beem.org.uk/Event/152730">https://www.beem.org.uk/Event/152730</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3,4,5,6,7
Students engage in a positive restorative behaviour system within school	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Staff will receive training from accredited behaviour support providers to support with RJ/De-escalation approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	6,7,8

<p>Students receive targeted and dedicated careers advice.</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The dedicated careers support will ensure students have the knowledge and skills needed to progress towards their aspirations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>2,3,6,7,8</p>
<p>Improved monitoring strategies for behaviour with the Bromcom to support behaviour systems, and monitoring of attendance.</p>	<p>Monitoring behaviour is key in identifying targeted interventions. Additionally, fast recording systems will support the allocation and accurate targeted behaviour interventions to support students in avoiding FTEs, improving individual attendance at school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,6,8</p>
<p>Improved parental communication with more responsive technology to support parental (Bromcom)</p>	<p>Improved parental engagement systems, where parents can support their children with homework or additional learning activities, can have an increase on student progress by +4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5,6,7,8,9</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example, include providing uniform, access to trips and travel support as examples.</p>	<p>All</p>
<p>Access to extracurricular activities and wider school experiences.</p>	<p>As part of our 'World-class Guarantee' offer, students will have access to a range of activities and experiences. These experiences enrich their lives and support their academic outcomes by developing cultural capital.</p> <p><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf</a></p>	<p>6,7,9</p>

Magic Breakfast	By introducing Magic Breakfasts to students, we aim to improve attendance with a positive impact on behaviour and outcomes. This will be promoted via assemblies, workshops, and tutor information.	
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### **Extra = £21,282**

This is budget for extra PP support such as personalised contributions (helping PP families with uniform, revision guides etc.).

This budget also covers the cost of 'Magic Breakfast' - daily breakfast provision for pupils.

**Total budgeted cost: £338,625**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### Yr11 results analysis

- Yr11 revision packs
- Revision guides

### SEMH

- The expansion of The Orchard provision
- Inner Spark workshop
- Magic breakfast
- Boy's mentoring

### Literacy intervention

### Teaching and learning

- CPD
- Student voice

### Attendance

- Small project with PA
- Continued impact of ATTEND

The gap between PP and Non-PP students continues to grow as students' progress through school in line with national trends. The PP/Non-PP A8 gap has reduced significantly, by almost 4% in 2024, whilst this is still well above FFT50 target it is still a notable achievement. There is still a significant gap between PP and Non-PP students on P8.

Academic and SEMH interventions were used more regularly to support students. HPA students in KS4 had positive results from an academic mentoring programme which was reflected in their results, particularly science. External tuition and intervention providers had mixed results, therefore the new plan for intervention and tuition was outlined above.

Whole school reading continues to be a priority as it is beginning to close gaps and support age-related progress, especially in Years 7 to 8, where students have a fortnightly lesson in the school library. The introduction of literacy-specific lessons in Years 8 and 9 has supported literacy development. *FreshStart* reading programme was introduced and has been impactful for the lowest 20% of readers. All pupils have their reading ages tested with the support of our dedicated librarians. A move away from

NGRT tests which students did not accurately complete, means that our reading age data is much more accurate and useful. Tutor time reading and vocabulary programme continues to be in place to improve reading comprehension and vocabulary.

Regular contact through mentors and the pastoral team demonstrated that Student behaviour, wellbeing and mental health continue to be significantly impacted, and the impact was particularly acute for disadvantaged pupils. Funding has been used to support counselling, small group interventions, and free breakfast where required. Avenues for additional funding to support breakfast club continue to be a priority, freeing up the PP budget for additional opportunities.

Attendance continues to be a barrier for many students, particularly disadvantaged pupils. The use of the adapted ATTEND programme has helped open channels of communication between home and school. This meant that more bespoke approaches to attendance could be put in place. Furthermore, the whole school approaches to attendance also had a positive impact e.g. 12 days of Christmas sweet shop.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>	<b>Year</b>
Online learning	Academy 21	23-24
Grade 4 and 5 intervention	PET-XI	23-24
Aspirations and Resilience Workshop	Inner Spark	24-25
Breakfast Club	Magic Breakfast	24-25

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. That will include:

- a sustained and focused approach to student voice throughout the year to ensure that all students understand the measures in place to help them 'catch- up'.
- a clear focus from all teaching staff on disadvantaged students in teaching groups across all subject areas. This will be supported by the 4Matrix database and internal spreadsheets. Teaching staff will be supported by middle leaders in identifying these students and working with them to narrow any gaps.
- ensuring all teaching staff 'know their disadvantaged students really well' which is another of the "World Class Teaching" initiatives at Meadow Park School. This will be achieved through a clear programme of data-driven instruction and instructional coaching.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. The OOSHL programme will encourage all students but with a focus on those who are disadvantaged to participate. Activities will focus on building life skills such as confidence, resilience, and socialising.